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ABSTRACT

The information that forms the basis of this brochure was drawn from a summit of community organization representatives who have worked in partnerships with institutions of higher education. The brochure highlights three issues community partners believe must be fully addressed if community/campus partnerships are to be successful and mutually beneficial. The first issue is the importance of follow-through for building sustainable partnerships. The second is how community partners weigh the costs and benefits of partnering with an institution of higher education. The third is the influence of parity on community members' attitudes toward their campus partners. Community partners suggest that partnerships with colleges and universities provide a range of benefits to their organizations. One risk is a sense that the community partner is lending its credibility within a community to the campus. Other costs include the time required, the opportunity cost of not doing funded or billable work, loss of organizational identity, and the "irritation" factor in relationships. Some mediating factors are identified. Community partners have created a list of common organizational resources and limitations that need to be kept in mind by campus personnel when partnering with community organizations. The brochure includes recommendations and implications for practice and policy. A list of 16 annotated resources is provided. (SLD)

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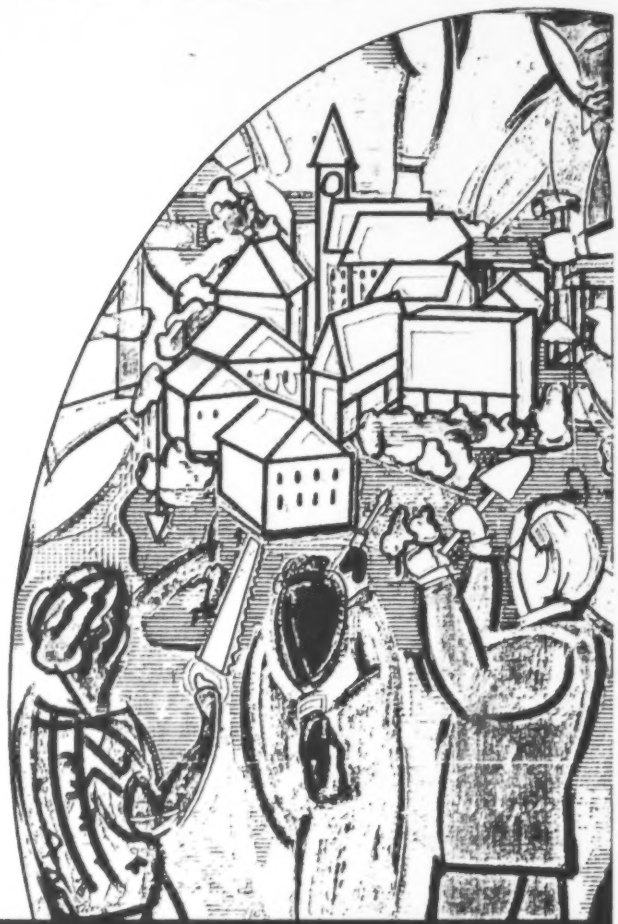
Building Partnerships with College Campuses: Community Perspectives

by Sally Leiderman, Andrew Furco, Jennifer Zapf and Megan Goss



A Publication of the Consortium for the Advancement of Private Higher Education's Engaging Communities and Campuses Grant Program

The Council of Independent Colleges

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The Council of Independent Colleges (CIC), an association of more than 500 colleges and universities, has nearly ten years of experience in promoting partnerships among institutions of higher education and community organizations. Over the years, CIC and the Consortium for the Advancement of Private Higher Education (CAPHE), its grantmaking unit, have conducted numerous national grant programs and workshops on this topic. Through the evaluation of CAPHE's Engaging Communities and Campuses grant program, a variety of focus groups were held with individuals representing the colleges and community partners. The information that forms the basis of this brochure was drawn from a summit of community organization representatives who have worked in partnerships with institutions of higher education.

In September 2002, CAPHE convened 21 leaders of community organizations from around the country in Washington, DC. These leaders and their organizations are currently engaged in a partnership with the institutions of higher education participating in CAPHE's Engaging Communities and Campuses grant program. The summit provided an opportunity to analyze the cumulative knowledge of community leaders, based on their experiences with higher education institutions. Although a number of the issues discussed during the summit were drawn from the community leaders' experiences with the Engaging Communities and Campuses program, many

of the perceptions presented here extend beyond those formed through the Engaging grant program.

THE SUMMIT'S TWIN GOALS WERE:

- to bring community perspectives into clearer focus, by documenting the perspectives, experiences, and voices of experienced community partners regarding the creation and maintenance of partnerships between community organizations and institutions of higher education; and
- to understand better those perspectives as a way to gain insight into common challenges and opportunities that ultimately lead to more successful and effective partnerships between institutions of higher education and community organizations.

The brochure's intended audience includes higher education and community leaders who design and administer community/campus partnerships, as well as the individuals who participate in them, including faculty members, students, community leaders, and residents.

The summit was planned and led by a team of CAPHE evaluators and staff, with support from an advisory group of community leaders. Discussions took place in a variety of formats, including focus groups and work sessions. Data collected during the summit have been compiled and analyzed by CAPHE's evaluators, Sally Leiderman and Jennifer Zapf of the Center for Assessment and Policy Development (CAPD), and Andrew Furco and Megan Goss of the University of California-Berkeley. The complete findings from this analysis are provided in *Building Partnerships with College Campuses: Community Perspectives Online Monograph*, that is available on CIC's website (*www.cic.edu*).

The Engaging Communities and Campuses grant program awarded 13 private colleges and universities up to $80,000 each to develop campus-wide initiatives that prepare students for a lifetime of contributions to society. This program, made possible through the generous support of The Atlantic Philanthropies, assists independent colleges and universities and their community organizational partners to extend and deepen their commitments to student learning and community interests through the development of community/campus collaborations centered on the creation of community-focused experiential learning opportunities for students. The program supports building the organizational capacity of campuses in one or more of four key areas—*faculty skills and knowledge*, assisting faculty members in developing new experiential learning knowledge and skills; *institutional infrastructure*, establishing infrastructure to work with community organizations; *academic culture*, creating a campus culture supportive of faculty members' work with experiential learning pedagogies; and *partner relationships*, strengthening institutional partnerships with community organizations. While all of these aspects were touched on during the summit, this brochure focuses on the creation and maintenance of successful partner relationships.

The literature on community/campus partnerships has described the key factors that promote the success and longevity of such partnerships. However, much of the literature has not dug deeply enough to explore the rules and norms that influence the nature of community/campus collaboration. This brochure highlights the three issues community partners believe must be fully addressed if community/campus partnerships are to be successful and mutually beneficial. The first issue is on the importance of follow-through for building sustainable partnerships. The second issue is on how community partners weigh the costs and benefits of partnering with an institution of higher education. The third issue is the influence of parity on community members' attitudes toward their campus partners. Each of these issues is discussed in this brochure. Consideration of these issues can help put campus and community members on a more secure path to partnership success.

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BUILDING SUSTAINABLE PARTNERSHIPS

For community partners, a good community/campus partnership is characterized by careful preparation, excellent implementation, and meticulous follow-through.

The summit attendees have had much experience partnering with institutions of higher education. In this regard, they have thought a great deal about what constitutes a good partnership or engagement activity with an institution of higher education. For them, a good partnership is one that is effective in meeting short-term goals, contributes to long-term ones, develops relationships with higher education institutions with the promise of benefits beyond the results of a given engagement activity, and is worth repeating.

Good community/campus partnerships are created and sustained through the routine interactions and cumulative outcomes of their processes and activities. They are intentional, with a focus not just on design and broad concept, but also on careful preparation every time, excellent implementation, and meticulous follow-through.

WHAT ARE THE CORE ELEMENTS OF EFFECTIVE PARTNERSHIPS?

Over the course of the summit, the community partners identified the following elements as being key to effective community/campus partnerships:

- there is a set of mutually determined goals and processes, including processes to select and train people who will come into contact with a community organization or community residents;

- resources, rewards, and risks are shared among all partners;
- the established roles and responsibilities are based on each partner's particular capacities and resources;
- the partnership is built on membership parity that acknowledges and respects the expertise and experience of each community partner, faculty member, and staff participant;
- there are sufficient benefits (short or long-term) to each partner to justify the costs, level of effort, and potential risks of participation;
- the members of the partnership have a shared vision that is built on genuine excitement and passion for the issues at hand;
- there is a system of accountability that covers responsibility for carrying out jointly determined plans, ensuring that high-quality work is produced; and
- the members of the partnership are committed to ensuring that each partnership member benefits from his or her participation.

This brochure highlights the three issues community partners believe must be fully addressed:

- the importance of follow-through for building sustainable partnerships;
- how community partners weigh the costs and benefits of partnering with an institution of higher education; and
- the influence of parity on community members' attitudes toward their campus partners.

The Costs and Benefits of Partnering

For community partners, there are risks in working with institutions of higher education, and therefore, community partners carefully weigh the ratio of benefits to risks and costs in deciding to enter into, or continue in, a community/campus partnership.

What do community partners perceive as the benefits of community/campus partnerships?

Community partners suggest that partnerships with colleges and universities provide a range of benefits to their organizations, including the following:

- further advancement of the community organization's mission;
- new perspectives and insights sparked by interaction with students, faculty members, and other campus partners;
- access to knowledge and research on campus, and from campus partners;
- expanded resource base;
- grant opportunities;
- credibility for their own efforts among the other benefits of affiliating with an institution of higher education; and
- exposure to the possibility of higher education (through interaction with students and campuses).

Community partners also noted that partnerships with colleges and universities provide a range of benefits to the partnering institutions of higher education and briefly identified the following:

- further advancement of a campus's civic mission;
- growth in student understanding and potential for informed citizenship;
- opportunities to learn new skills and acquire new tools; and
- in the long run, increased civic action by students as they become adults.

What do community partners perceive to be the risks and costs associated with community/campus partnerships?

One risk is a sense that the community partner is lending its credibility within a community to the campus. In addition, given very scarce organizational resources of staff and time, taking time to do community engagement work with one partner puts at-risk the possibility of losing other partners or opportunities. The summit participants identified other, more direct costs to their organizations including:

- the time it takes to create work, supervise student volunteers, or participate in research;
- the opportunity cost of not doing funded or billable work using the same staff resources;
- time lost that could be spent working with other constituencies (a board, donors, or other partners);
- loss of organizational identity and privacy; and
- the "irritation factor," when organizational staff members are not treated as experts and peers by campus partners and students, and when parity is not demonstrated in the way things are planned and decisions are made.

What are the mediating factors that influence community partners' ongoing participation in a community/campus collaboration?

The following mediating factors were identified by community partners as strongly influencing their decisions to enter a partnership, or remain with it.

- ***Established infrastructure.*** The campus demonstrates its commitment to community engagement work through its infrastructure, such as the presence of a coordinating entity, and sufficient staffing to handle the scope and scale of the community engagement work.
- ***Administrative buy-in and support.*** The level of sustained administrative interest and visible leadership in community engagement.
- ***History of town/gown relationship.*** An assessment of the quality of prior experiences in working with the local higher education community.
- ***Trust and accountability.*** Whether or not partners have discussed and begun to work through issues of mutual trust and ongoing accountability.
- ***Clear goals and expectations.*** Clear expectations about who will prepare students (and faculty members) for community engagement activities.

These mediating factors are based on four main questions community partners consider as they weigh the benefits and costs of their organization's participation in community/campus partnerships:

- How well does this community engagement align with broader goals for partnering with campuses?

- To what extent will community engagement activities contribute to achieving an organization's mission, or improving outcomes for the constituencies to whom the organization holds itself accountable?
- What is the risk or potential harm of engagement, in terms of an organization's credibility, ability to produce high-quality services and products, and its ability to maintain respectful and trusting relationships with community residents?
- What are the actual and opportunity costs of participation in terms of time, money, redirected staff resources and foregone relationships, activities, and opportunities?

Community partners also consider other goals regarding campus engagement, including:

- increasing the number of community residents who attend the partner university or college;
- raising the expectations and exposure of neighborhood residents to the idea that they can attend and succeed in college;
- increasing community capacity to address a particular issue at the systemic or structural level, including issues such as K-12 education, economic development, housing and homelessness, and small business development; and
- achieving outcomes that contribute to an organization's ability to meet its mission, implement its programs, and deliver products and services.

These goals are broader than the outcomes by which community/campus partnerships are usually assessed (for example, the completion of a certain number of service hours). (See the full report on CIC's website, *www.cic.edu*, for additional information on this issue.)

Community partners created a list of common organizational resources and limitations that need to be kept in mind by campus personnel when partnering with community organizations:

- Capacities vary among community partners, and their resources are often stretched very thin.
- Community demographics and most pressing needs are always changing (though underlying causes stay fairly constant). It is important to stay current on how issues play out locally and to understand current community characteristics.
- Community partners may or may not be grass roots organizations. The depth of their connections with residents varies a lot.
- Community partners' standards for volunteers are tied to the volunteers' abilities to help an organization achieve its missions.
- A given community organization usually has many partners—in higher education, other community groups, and public sector departments.
- Senior staff of community agencies have expertise, often hold advanced degrees, are often very familiar with current research on the issues on which they work, and are experienced at policy and planning.

THE IMPORTANCE OF PARITY

For community partners, issues of parity—actual and perceived—are always part of a partnership, even if they are not addressed overtly. Community partners particularly value campus partners who recognize and address these issues.

Community partners particularly value campus partners who are willing and able to discuss issues of parity and to prepare students with an understanding of how these issues play out in creating and improving community conditions. Partners who understand these issues typically demonstrate an understanding of communities' strengths and assets, not just their needs. They also tend to value their interactions with community organizations, leaders and residents, and thus interact in respectful and equitable ways. Community partners suggest that these perspectives and actions are more likely to lead to successful community outcomes, and thus tip the ratio of benefits and costs toward community benefit.

WHAT ARE THE INDICATORS OF PARITY?

Parity between campus and community participants is evidenced when:

- campus and community partners are interested in creating long-term relationships to produce meaningful change in community outcomes;
- there are processes and staff that distribute authority and funds across community and campus partners;
- there are issue or advocacy alliances, including the willingness of a campus to "step-up" in settings other than the partnership, for

example, at city council or before a leadership group, in support of a community driven agenda; and

- there is a welcoming of community partners onto campus in roles normally reserved for faculty members, such as co-teaching, curriculum design, or in the implementation of faculty development.

WHICH COMMON PRACTICES INDICATE A LACK OF PARITY?

The summit participants identified a number of common practices in community/campus partnerships that reveal a lack of parity between the institution of higher education and the community partner. When the following practices are present, community partners often can feel used, and partner relationships can become strained:

- higher education institutions receive funding or scholarship opportunities based on their location in economically distressed or oppressed communities, without sharing those resources or using them to directly benefit the people behind the data;
- students are consistently assigned to "tour" a neighborhood, or are otherwise offered a community as a laboratory for their own growth, without significant preparation and an understanding of context;
- faculty members structure community engagements without first assessing a community's interests and needs, send large numbers of students on short notice, or otherwise fail to plan with community representatives or partners;
- community and campus partners do not discuss the particulars of the shared accountability needed to achieve the partnership's goals, resulting in a collaboration that overburdens particular members of the partnership; and

- a higher education institution takes a position directly counter to a community's stated interests, without informing or engaging community partners about the position.

The summit participants suggest that the practices mentioned above send the following messages:

- campus partners have not taken the time to understand how community organizations or processes work, and are distanced from community residents;
- when push comes to shove, student and campus needs appear to take precedence over community needs;
- the campus doesn't respect its community partners or the work they do; and
- the engagement effort is for show—perhaps to meet mandated requirements—or for public relations purposes, but is not a genuine effort at engagement or community betterment.

Recommendations and Implications for Practice and Policy

Both the institution of higher education and the community partner are responsible for nurturing the conditions that lead to the development of a good partnership. Two central themes emerged from the summit:

- Good partnerships are created and sustained over time, through the cumulative effects of even the most routine interactions and outcomes. In this instance, the devil really is in the details.
- Community partners hold themselves equally accountable to institutions of higher education for nurturing the conditions that lead to the development of a good partnership.

Drawing on the summit participants' cumulative experiences with a broad range of community/campus partnerships, the following seven recommendations are offered to institutions of higher education and community partners interested in strengthening their partnerships.

1) ***Allot time for relationship building early on, and as an ongoing part of community engagement work.*** Effective, sustainable, and successful partnerships require trust and cohesion among their members, clear goals and objectives, effective communication, and parity among partners. Achieving this requires a purposeful, concerted effort, based on the joint development of a set of key principles around which the partnership revolves. Before any activities begin, time should be spent by all partners getting to know each other, building trust, clarifying expectations, creating effective communication systems, and clarifying the contributions each partner will make to the effort. Trust is

often built through the creation of a "participative culture" whereby considerable time and resources are devoted to enlarging the skills, knowledge, and responsibilities of partnership members.

2) ***Learn how to talk together about racial, ethnic, and economic inequalities and their causes with candor, and incorporate those discussions into community/campus partnership-building work.*** It is important to address these issues and go beyond superficial understandings or assumptions about how they play out in community/campus partnerships. Lack of understanding, and lack of candid discussion, can lead to inappropriate or disrespectful planning and implementation, ill-informed strategies, and can exacerbate poor town/gown relationships. On the other hand, ongoing, skillfully facilitated, frank discussion of understandings builds trust, provides learning opportunities for community and campus partners, including students, and has been a starting point for bridging traditional institutional and community divides.

3) ***Identify the underlying reasons for establishing or developing community/campus partnerships.*** While partnerships between community-based organizations and their local institutions of higher education are formed for a variety of reasons, there often remain many underlying goals and implicit intentions that are never brought to the fore. Because hidden agendas seem to breed mistrust, these underlying, implicit intentions (for example, improving town/gown relationships) need to be explicated and discussed in order for the partnership to achieve its full potential. The trust that is built among the partnership members can serve as the glue that will keep the partnership together during inevitable personnel

changes, partnership goal realignments, and funding challenges.

4) ***Understand the organizational contexts in which all partnership members work.*** Community-based organizations and institutions of higher education often operate on different sets of norms when engaging in campus/community partnerships. For example, community partners may place high value on solidarity, community, equality, freedom, justice, individual dignity, respect for differences, civility, and/or political democracy. Colleges and universities place high value on academic integrity and legitimacy, educational value, knowledge production and dissemination, individual expertise and specialization, peer-review and critique, and academic freedom. Understanding when respective values are in synch or in conflict helps to create a foundation for establishing mutually determined goals. Successful community/campus partnerships develop an understanding of the expectations, norms, culture, and traditions of various organizations. An understanding of each other's cultures can help ensure the establishment of realistic expectations and effective strategies for all involved.

5) ***Ensure fairness in the exchange of resources among partnership members.*** Along with receiving benefits from the partnership, each member of the community/campus partnership should have something to offer to the other partnership members. Partnerships in which members give much but receive little in return are less likely to be successful. The resources that are to be shared and exchanged should be discussed and agreed upon at the goal-setting stage, in order to ensure that everyone is clear on what each partnership member will offer and receive.

6) ***Colleges and universities can invite community partners onto campus so they can share their expertise with faculty and students.*** Campuses that encourage community partners to share in the role of "expert" can enrich academic offerings and be models of parity. Community partners can be asked to teach in traditional classes as well as classes focused on community engagement activities to help address some of the barriers between campus and community partners.

7) ***Be meticulous about the details.*** It is important to keep in mind that all the systems necessary for effective community/campus partnerships—preparing faculty members and students for community engagement work; attending to issues of privilege, parity, and accountability; and setting standards for quality and success—need to be put in place before community engagement activities begin. Creative uses of the resources and opportunities that campus/community partners make available need to be explored in ways that help challenge entrenched assumptions and feelings of the partnership members. The success of the partnership should periodically be assessed from a variety of perspectives, including outcomes for each partner and to the satisfaction of each partner. Finally, all partners need to follow through on their promises, and should agree to adhere to high standards of performance.

COMMUNITY SUMMIT PARTICIPANTS

SEPTEMBER 27-28, 2002
WASHINGTON, DC

Martha Are, Hospitality House of Asheville, Asheville, NC. Higher education partner: Mars Hill College

Ernie Braganza, Washington County Office on Youth, Abingdon, VA. Higher education partner: Emory & Henry College

Doris Bridgeman, United Way of the Capital Area, Inc., Jackson, MS. Higher education partner: Tougaloo College

Linda Brooks, Town of Standish, Standish, ME. Higher education partner: Saint Joseph's College of Maine

Stephanie Byrdziak, Cedar Riverside School, Minneapolis, MN. Higher education partner: Augsburg College

James Clausell, North Dade Community Council, Carol City, FL. Higher education partner: Saint Thomas University

Terry Cuson, North Dade Regional Chamber of Commerce, Miami, FL. Higher education partner: Saint Thomas University

Sue DeVries, Garfield Development Corporation, Grand Rapids, MI. Higher education partner: Calvin College

Shirley Gibson, North Dade Community Council, Miami, FL. Higher education partner: Saint Thomas University

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Jay McHale, Cedar Cultural Center, Minneapolis, MN. Higher education partner: Augsburg College

Linda Midgett, People Incorporated of Southwest Virginia, Abingdon, VA. Higher education partner: Emory & Henry College

Sara Neikirk, Communities in Schools, Columbus, OH. Higher education partner: Otterbein College

Dennis Nordmoe, All Saints Neighborhood Center, Detroit, MI. Higher education partner: Madonna University

Jean Olivis, Communities in Schools, Pittsburgh, PA. Higher education partner: Chatham College

Ellen Ridley-Hooper, Food & Fellowships Inc., Scarborough, ME. Higher education partner: Saint Joseph's College of Maine

Carol Peterson, Longfellow/Seward Healthy Seniors Project, Minneapolis, MN. Higher education partner: Augsburg College

Shakura Sabur, East End Neighborhood Forum, Pittsburgh, PA. Higher education partner: Chatham College

Stan Slessor, Waverly-Shell Rock School District, Waverly, IA. Higher education partner: Wartburg College

Deyni Ventura, Garfield Development Corporation, Grand Rapids, MI. Higher education partner: Calvin College

ENGAGING COMMUNITIES AND CAMPUSES: PARTICIPANTS

- Augsburg College (MN) and Project for Pride in Living, Cedar Cultural Center, Our Saviour's Center, Cedar Riverside School, Brian Coyle Community Center, Habitat for Humanity, Friends of the Mississippi River, Youth Farm and Market Project, In the Heart of the Beast, Longfellow/Seward Healthy Seniors Project, and San Miguel School
- Bates College (ME) and LA Excels
- Calvin College (MI) and Grand Rapids Area Center for Ecumenism and Garfield Development Corporation
- Chatham College (PA) and Communities in Schools, Conservation Consultants, Inc., the East End Neighborhood Forum, and Global Connections Pittsburgh
- Emory & Henry College (VA) and Washington County Schools, People Incorporated of Southwest Virginia, Washington County Office on Youth, Highlands Community Services, and Damascus Town Council
- Loyola University New Orleans (LA) and Catholic Charities, Volunteers for America, Junior Achievement, Association for Retarded Citizens of Greater New Orleans (ARC), Help One Student to Succeed (HOST), and Benjamin Banneker Elementary School
- Madonna University (MI) and All Saints Neighborhood Center
- Mars Hill College (NC) and the North Carolina Juvenile Evaluation Center, Hospitality House of Asheville, and the Richard L. Hoffman Foundation, Inc.
- Otterbein College (OH) and the Westerville Area Chamber of Commerce, Communities In School, First Link, Columbus Foundation, Columbus City Schools, Westerville Schools, and the City of Columbus
- Saint Joseph's College (ME) and Crooked River Elementary School, Windham Family Resource Center, and the City of Standish
- St. Thomas University (FL), Florida Memorial College, and the Campus and Community Alliance for North Dade
- Tougaloo College (MS) and United Way of the Capital Area, Inc., Tougaloo Community Civic League, Jackson Public Schools, Tougaloo Community Center, the Hinds County Mental Health Commission, and the International Association of Machinists Center for Administering Rehabilitation and Employment Services (IAM CARES)
- Wartburg College (IA) and Bartels Lutheran Retirement Community, Waverly-Shell Rock School District, and Bremwood Lutheran Children's Home

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Additional Resources

The following resources are suggested for further exploration of the issues presented in this brochure:

Auspos, Partricia, Prudence Brown, Robert Chaskin, Karen Fulbright-Anderson, Ralph Hamilton and Anne C. Kublish. **Voices From the Field II: Reflections on Comprehensive Community Change.** ***Washington, DC: The Aspen Institute, 2002.*** This book is the result of many roundtable meetings with leaders in the community-based social change movement. The authors concentrate on a specific approach to community-based reform: Comprehensive Community Initiatives (CCI's). They offer a thorough discussion of the potential power of such an approach to create change in a struggling community. They provide suggestions for making CCIs effective, and offer criticism of some current iterations. Their reasoning about the importance of this kind of cooperative social movement could be very helpful for people beginning to explore the option of community service as a way to positively affect their community.

Callahan, Mary Mack. **The Intentional Community: Colleges and Community Groups Helping Low-Income Youth Prepare for College.** ***Washington, DC: Council of Independent Colleges, 1999.*** This document provides a blueprint for the development of highly effective partnerships between institutions of higher education and community organizations, and is based on findings from the College/Community Partnership Program, jointly administered by the Council of Independent Colleges and Scholarship America (formerly, the Citizens' Scholarship Foundation of America). The national program helped to prepare low-income youth for a postsecondary

education. The publication identifies successful strategies employed as well as suggestions for what to avoid. It also identifies structural characteristics and process issues associated with the creation of pre-college academic support programs, and concludes with recommendations for policy.

Chaskin, Robert, Editor. Building Community Capacity. *Hawthorne, NY: Aldine de Gruyter, 2001.* This book offers a framework for understanding the different elements of community structure and processes that facilitate collaborations among local institutions, organizations, and community residents. It provides useful information for identifying ways to join community-based change strategies.

Chavez, Vivian, Bonnie Duran, Quinton E. Baker, Magdalena M. Avila, and Nina Wallerstein. "The Dance of Race and Privilege in Community Based Participatory Research." In Minkler, M. and Nina Wallerstein.* Community-Based Participatory Research for Health. *San Francisco, CA: Jossey-Bass, 2003. This chapter provides theoretical and practical perspectives on the issue of power and privilege in campus/community collaborations, especially in relation to race and culture. The chapter highlights the spoken and unspoken issues that determine the power norms and permeate the collaboration. A set of recommendations for research and practice are offered.

Ciofalo, Andrew. Perspectives on Experiential Learning: A Guide to Internship Management for Educators and Professionals. *Melbourne, FL: Krieger Publishing Company, 1992.* This collection of papers presents various perspectives about internships for college students. Many of the articles provide suggestions for implementing and improving existing programs. Most articles are directed at the students and university professionals involved in the

internship program, but several articles directly address issues faced by those on the community side. This book offers a well-rounded discussion of many issues faced by those involved in community service projects.

Cone, Dick and Paul Payne. *"When Campus and Community Collide: Campus-Community Partnerships from a Community Perspective."* Journal of Public Affairs, *vol. VI, 2002.* In this article the authors create a fictional relationship between a community group and a nearby university in order to provide a venue for describing the variety of experiences they have had while implementing several community service projects. They present this composite view of experiences through (fictional) community voices. Although this presentation is not a traditional academic one, the authors succeed in capturing a variety of viewpoints and challenges from the community perspective that they have noted through years of engagement in community-based research.

Council of Independent Colleges. Engaging Communities and Campuses: Working Paper. *Washington, DC: Council of Independent Colleges. 1999. Website: www.cic.edu/caphe/grants/workingpaper2.pdf.* The Engaging Communities and Campuses program focuses on the ways that private colleges and universities engage with off-campus communities to both enhance student learning and to simultaneously assist community organizations and residents meet their own needs. The project is grounded in the premise that to prepare students for a lifetime of contribution to society, colleges must enable students to connect with the world beyond the campus—and the interests of those communities—while still enrolled in an educational program. The document outlines the issues addressed through the initiative, setting forth the conceptual framework that guides the program.

Gilliard, Michelle D. Guest Editor. "Independent Institutions and Their Urban Missions."* Metropolitan Universities: An International Forum. *vol. 13, no. 1, January 2002. This edition of the journal is dedicated to the Council of Independent College's Implementing Urban Missions program, and contains articles written by each of the eight institutions and their community organization partners, describing and analyzing key features of their respective projects. Additional articles include, "Private and Public Institutional Views of Civic Engagement and the Urban Mission," by Barbara Holland, and "Advisory Boards and Higher Education's Urban Mission: Four Models," by Marcia Marker Feld. Ms. Holland and Ms. Feld served as the program's evaluator and consultant, respectively.

Harkavy, Ira. "School-Community-University Partnerships: Effectively Integrating Community Building and Education Reform." University and Community Schools. ***vol. 6, no. 1-2, Fall-Winter, 1999.*** This paper, which was presented at a conference on community-building in 1998, provides historical background for connections among communities, schools, and universities. Beginning with late 19th century reforms, Harkavy follows various movements in which efforts were made to create bridges among these three potential partners. He highlights successes from the past and draws wisdom from their examples. Using information gleaned from the past, he ends with suggestions for making successful school-community-university partnerships.

Leiderman, Sally, Andrew Furco, Jennifer Zapf, and Megan Goss. Building Partnerships with College Campuses: Community Perspectives, Online Monograph. ***Washington, DC: Council of Independent Colleges. 2003. Website: www.cic.edu.*** Through the evaluation of the Council of Independent College's Engaging Communities and Campuses grant program, 21 community

leaders from around the country gathered together in Washington, DC to discuss the creation and maintenance of partnerships between community organizations and institutions of higher education. This online monograph describes the meeting's findings.

Maguire, J. and Sally Leiderman. **15 Tools for Creating Healthy, Productive Interracial/Multicultural Communities. *Claremont, CA: The Institute for Democratic Renewal and The Project Change Anti-Racial Initiative, 1998.*** This brief guide summarizes core lessons about working collaboratively to improve community well-being with explicit attention to issues of race, power, and privilege. It is based on the experiences of 14 nationally respected community-based organizations that have been doing this work for many years. The guide is intended as a primer for newly forming collaborations, or for longer-standing collaborations ready to turn to issues of race in their work. The guide is available in six languages: English, Spanish, Chinese, Vietnamese, Tagalog, and Korean, which makes it particularly useful in communities with multi-lingual populations.

Schmidt, Adeny and Matthew A. Robby. ***"What's the Value of Service-Learning to the Community?"*** **Michigan Journal of Community Service Learning, *Fall 2002.*** This article represents a kind of research not often seen in the field: research that addresses the effects of service learning upon its recipients. Specifically, it provides the results of a tutoring program on a group of elementary school children.

Signon, Robert L. **Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities. *Washington, DC: Council of Independent Colleges, 1996.*** Combining theory with practice, and drawing on the work and experiences of nearly 200 private liberal arts colleges and universities, this book offers

suggestions and strategies for faculty and administrators seeking to develop, structure, and sustain programs in service learning.

Snyder, Ed. "Making the Connection: College and Community." in Terry Pickeral and Karen Peters (Eds.) **Campus Community Collaborations: Examples & Resources for Community Colleges. *Mesa, Arizona: Campus Compact National Center for Community Colleges, September 1996.*** Provides an explanation for how one community college (College of Lake County, Illinois) encourages and promotes community involvement in its service learning program. Offers some practical strategies for creating a positive relationship with the community.

Stoecker, Randy. "Practices and Challenges of Community-Based Research." **Journal of Public Affairs. *vol. VI, 2002.*** Provides a discussion of community-based research. Highlights the advantage of this approach to service for the community partners, since they are often given a strong voice in creating the topics of research.

Sullivan, Marianne, Stella Chao, Carol Allen, Ahoua Koné, Martine Pierre-Louis, and James Krieger. "Community-Researcher Partnerships: Perspectives from the Field." In Minkler, M. and Nina Wallerstein. **Community-Based Participatory Research for Health. *San Francisco, CA: Jossey-Bass, 2003.*** This chapter presents the results of a study of the Seattle Partners for Healthy Communities, which sought to understand what the community members consider to be the strengths and weaknesses of community-researcher partnerships. The findings suggest that the term "community" is used differently by institutional and community partners, that the community members must have parity in the decision-making process in order for the partnership to succeed in its goals, and that issues of race, ethnicity, and culture must be addressed.

About The Contributors

Council of Independent Colleges (CIC)/Consortium for the Advancement of Private Higher Education (CAPHE)

The Council of Independent Colleges (CIC) is an association of more than 500 independent colleges and universities that work together to strengthen college and university leadership, sustain high-quality education, and enhance private higher education's contributions to society. To fulfill this mission, CIC provides its members with skills, tools, and knowledge that address aspects of leadership, financial management and performance, academic quality, and institutional visibility. The Consortium for the Advancement of Private Higher Education (CAPHE) is a grantmaking unit of CIC that assists corporations and foundations in stimulating reform in private colleges and universities for the benefit of higher education and society. Over the years, CAPHE has administered more than $17 million in grants to approximately 200 independent colleges and universities nationwide for more than 30 corporations and foundations. CAPHE grants have focused on issues of costs and pricing, teaching and learning, diversity, technology, teacher preparation, and institutional planning, among other topics. Leadership for the Engaging Communities and Campuses grant program was provided by Michelle D. Gilliard, executive director, CAPHE; Jacqueline Skinner, associate director, CAPHE; and Stephen Gibson, projects coordinator, CIC.

Sally Leiderman

Sally Leiderman is president of the Center for Assessment and Policy Development (CAPD), an evaluation and social policy organization, based near Philadelphia. The organization works nationally to support foundations, communities, and institutions working to improve outcomes for children, families, and neighborhoods, in the areas of education, family and child well-being, adolescent pregnancy and prevention, anti-racism work, leadership, and civic engagement. Ms. Leiderman provides policy and evaluation support to several foundations and communities involved in comprehensive community building efforts and leadership development. CAPD's recent publications include *A Community Builder's Toolkit: 15 Tools for Creating Healthy, Productive Interracial/ Multicultural Communities*, with the Institute for Democratic Renewal and Project Change Anti-Racism Program; and *Training for Racial Equity and Inclusion: A Guide to Selected Programs*, with the Alliance for Conflict Transformation, the Aspen Institute Roundtable on Comprehensive Community Initiatives, and Project Change. CAPD is also currently developing a toolbag that communities can use to assess their own progress toward anti-racism and inclusion goals, in partnership with NABRE, a program of the Joint Center on Political and Economic Studies. For more information, please see *www.capd.org*.

Andrew Furco

Andrew Furco is director of the Service-Learning Research & Development Center at the University of California-Berkeley, where he serves on the Graduate School of Education faculty. His publications include the books,

Service-Learning: The Essence of the Pedagogy and *Service-Learning through a Multidiscipli-nary Lens*, which he co-edited with Shelley Billig. His articles have appeared in the *Journal of Adolesence*, *Journal of Public Affairs*, *The Journal of Cooperative Education*, and *Michigan Journal of Community Service-Learning*. He has presented papers on service-learning, civic engagement, educational reform, and experiential learning at more than 100 conferences and institutes in the United States and abroad. He currently serves as a member of the National Review Board for the Scholarship of Engagement, the American Association for Higher Education Service-Learning Consulting Corps, and the National Service-Learning Partnership Board of Directors.

JENNIFER ZAPF

Jennifer Zapf is an evaluator with more than ten years of experience conducting evaluations, research, and strategic planning for public and nonprofit organizations. Dr. Zapf received a Masters of Arts from Stanford University in Higher Education Administration, Research, and Policy and a Ph.D. in Educational Evaluation from the University of Virginia. As both a practitioner and applied researcher, she has worked with foundations, public institutions, collaboratives, and community stakeholders on improving the life chances of children and families at risk for poor educational, health, and life outcomes. At the Center for Assessment and Policy Development, Dr. Zapf has worked on assessments of national, state, and community-based initiatives. Her recent work includes two national projects that fund higher education institutional collaboratives to promote civic understanding and participation. She also serves as a national evaluation coach and trainer for AmeriCorps, Learn and Serve America, and National Senior Service Corps programs throughout the United States.

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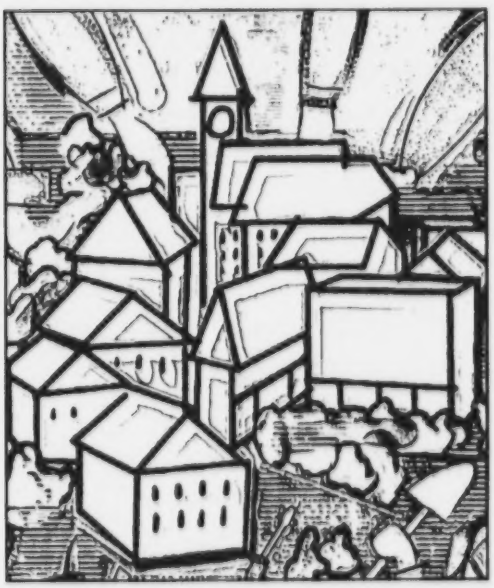
Megan Goss

Megan Goss is a doctoral student in the Department of Education at UC Berkeley and a graduate student researcher in Berkeley's Service-Learning Research and Development Center. Her research interests include issues of literacy as a cultural activity, educational reform, and alternative education options within the public school setting. Ms. Goss has taught in grades K-5 and has a reading specialist's credential from Berkeley.



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